



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

**Grade One:
Introduction to History
and Social Science**

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

Grade One: Introduction to History and Social Science Sample Scope and Sequence

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 History and Social Science Standards of Learning Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Grade One: Introduction to History and Social Science Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade One: Introduction to History and Social Science Sample Scope and Sequence

Introduction

The standards for first grade students include an introduction to the lives of American leaders and their contributions to the United States. Students should recognize basic map symbols and construct a simple map of a familiar area. The students should study the economic concepts of goods and services, buyers and sellers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of history and the social sciences for first grade that are included in the Virginia Standards of Learning. It is organized to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective. It is understood that these academic standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

Grade One: Introduction to History and Social Science Sample Scope and Sequence

Overview of the Grade One: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Traits of Good Citizens: Rules and Responsibilities	1.10a, b, c, d, e; 1.11a, b
Discovering Past and Present Times	1.1; 1.2; 1.3
Contributions of American Leaders	1.2; 1.3
Simple Maps and Globes	1.4a, b, c, d; 1.5
Influence of Geography	1.6
Buyers and Sellers of Goods and Services	1.7
Making Economic Decisions	1.8; 1.9
Communities in Virginia	1.12

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Organizing Topics	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Traits of Good Citizens: Rules and Responsibilities	Understand that good citizens show a variety of positive traits.	1.10a, b, c, d, e	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Demonstrate good citizenship by: <ul style="list-style-type: none"> Playing fairly Exhibiting good sportsmanship Helping others Treating others with respect Recognizing the purpose of rules Practicing self-control Working hard in school Taking responsibility for one's own actions Valuing honesty and truthfulness in oneself and others 	1.10a, b, c, d, e		
	Make decisions based on information.	1.10a, b, c, d, e		
	Differentiate between points of view held by self and others.	1.10a, b, c, d, e		
	Recognize that rules are made so that everyone is treated fairly.	1.10b, d		
	Recognize the following reasons for rules: <ul style="list-style-type: none"> To protect rights of people To suggest good behavior To keep people safe 	1.10a, d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Traits of Good Citizens: Rules and Responsibilities (continued)	Participate in groups and democratic society.	1.10b, d		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Follow oral and written directions.	1.10b, d		
	Understand that the United States has patriotic symbols and traditions.	1.11		
	Identify patriotic symbols and traditions that honor the people and the history of the United States.	1.11		
	Know the following terms: <ul style="list-style-type: none"> • Symbol: A picture or thing that stands for something else • Tradition: A custom or belief that happens over a period of time • Patriotic: Showing respect for and love of country • American Flag: A flag representing the United States 	1.11		
	Identify the following patriotic symbols of the United States: <ul style="list-style-type: none"> • American flag • Bald eagle • Washington Monument • Statue of Liberty 	1.11		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Traits of Good Citizens: Rules and Responsibilities (continued)	Know that citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.	1.11b		
	Identify and explain symbols.	1.11b		
	Gather, classify, and interpret information.	1.11b		
Discovering Past and Present Times	Know the following terms: <ul style="list-style-type: none"> Community: A place where people live, work, and play Change: Something that happens to make things different Family: A group of people who care for one another 	1.1	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians
	Understand that past and present times are different.	1.1		
	Understand that everyday life changes in different places and times.	1.1		

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Organizing Topic	Essential Understandings, Knowledge, and Skills		Related SOL	Sample Classroom Assessment Methods	Sample Resources
Discovering Past and Present Times (continued)	PAST Schools Small one-room buildings Communities Smaller than today, fewer people Transportation Walking, riding horses, or riding in wagon Family Life Handmade clothes, homemade games, family vegetable gardens	PRESENT Schools Large buildings with many rooms Communities Larger than in past, more people Transportation Riding in cars, airplanes, trains, and space shuttles Family Life Store-bought clothes, electronic games, microwave food	1.1		Sample Resources (continued) <ul style="list-style-type: none"> • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint
	Recognize that the sequence of events can be shown on a time line.		1.1		
	Understand that time lines show the sequence of events occurring in the past or in the present.		1.1		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Discovering Past and Present Times (continued)	Sequence events in chronological order.	1.1		Sample Resources (continued) <ul style="list-style-type: none"> 2001 History and Social Science Curriculum Framework
	Gather and classify information.	1.1		
	Interpret concepts expressed by pictures.	1.1		
	Use time lines.	1.1		
Contributions of American Leaders	Understand that important deeds were accomplished by people who became American leaders.	1.2	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences
	Know that contribution is the act of giving or doing something.	1.2		
	Describe the following American leaders: <ul style="list-style-type: none"> George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first President of the United States. He is known as the "Father of Our Country." Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America. 	1.2		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of American Leaders (continued)	American leaders (continued) <ul style="list-style-type: none"> Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a United States President. He was known as “Honest Abe.” George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans. 			Sample Resources (continued) <ul style="list-style-type: none"> Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning Virginia’s Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance
	Use information from print and non-print sources.	1.2		
	Use resource materials.	1.2		
	Gather and classify information.	1.2		
	Understand that major holidays are celebrated to remember certain important leaders and events of the past.	1.3		
	Define holiday as a day on which something or someone is honored or remembered.	1.3		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of American Leaders (continued)	<p>Know the people and events of the following holidays:</p> <ul style="list-style-type: none"> Columbus Day: This is a day to remember Christopher Columbus, who was given the credit for discovering America. It is observed in October. Presidents' Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February. Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July. 	1.3		<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Collect, organize, and record information.	1.3		
	Use a calendar.	1.3		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Simple Maps and Globes	Know the following terms: <ul style="list-style-type: none"> • Map: A drawing that shows what places look like from above and where they are located • Globe: A round model of the Earth • Symbol: A picture or thing that stands for something else • Cardinal directions: The directions of north, east, south, west 	1.4a, b, c, d	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	Recognize that symbols and cardinal directions are used to determine where objects and places are located on maps and globes.	1.4a, b		
	Identify the following map symbols: <ul style="list-style-type: none"> • Land • Water • Cities • Roads 	1.4a		
	Use the terms <i>north</i> , <i>east</i> , <i>south</i> , and <i>west</i> to determine location on simple maps.	1.4b		
	Differentiate color symbols on maps and globes.	1.4a		
	Identify and use cardinal directions.	1.4b		
	Interpret simple maps and globes.	1.4a, b, c, d		
	Use maps of familiar objects or areas.	1.4a, b, c, d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Simple Maps and Globes (continued)	Understand that a map is a drawing that shows what places look like from above and where they are located.	1.5		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Understand that people who make maps include a map legend.	1.5		
	Use a map legend that includes symbols that represent objects and places.	1.5		
	Know the following term: <ul style="list-style-type: none"> • Map legend: A list of shapes and symbols used on a map and an explanation of what each stands for 	1.5		
	Recognize that maps include symbols that are pictures that stand for something else.	1.5		
	Recognize that most maps have legends including symbols that represent objects and places.	1.5		
	Identify and use cardinal directions.	1.5		
	Identify that maps include the cardinal directions of north, east, south, and west.	1.5		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Simple Maps and Globes (continued)	Make and use simple map symbols.	1.5		
	Draw maps of familiar objects or areas.	1.5		
	Use a map legend.	1.5		
	Recognize that the United States and Virginia can be identified by their physical shapes on maps and globes.	1.4c, d		
	Identify the capital cities of Washington, D.C., and Richmond, Virginia, by using symbols on a United States map.	1.4c, d		
	Locate areas on maps.	1.4a, b, c, d		
Influence of Geography	Describe how geography includes the study of location, climate, and physical surroundings.	1.6	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge
	Know the following terms: <ul style="list-style-type: none"> Location: Where people live Climate: The kind of weather an area has over a long period of time Physical surroundings: Land and bodies of water Season: Any one of the four phases of the year (spring, summer, fall, or winter) 	1.6		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Influence of Geography (continued)	Describe how location, climate, and physical surroundings affect the way people live.	1.6		Sample Resources (continued) <ul style="list-style-type: none"> History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning Virginia's Community of Learning Virginia Council on Economic Education
	Describe how location, climate, and physical surroundings affect the way people meet their basic needs, including the foods they eat, the clothing they wear, and the kinds of houses they build.	1.6		
	Describe how geography affects how people travel from one place to another and determines what is available for recreation.	1.6		
	Identify primary ideas expressed in graphic data.	1.6		
	Use information from print and non-print sources.	1.6		
	Use resource materials.	1.6		
	Gather and classify information.	1.6		
	Use and explain simple charts.	1.6		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Influence of Geography (continued)				Sample Resources (continued) <ul style="list-style-type: none"> • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Buyers and Sellers of Goods and Services	Know the following terms: <ul style="list-style-type: none"> • Goods: Things people make or use to satisfy needs and wants • Services: Activities that satisfy people's needs and wants • Buyer: A person who uses money to purchase goods or services • Seller: A person who sells goods or services 	1.7	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	Explain how goods and services satisfy people's needs and wants.	1.7		
	Explain how people are both buyers and sellers of goods and services.	1.7		
	Explain that people are buyers when they use money to purchase goods or services.	1.7		
	Explain that people are sellers when they receive money for their work or for goods or services they provide.	1.7		
	Collect, organize, and record information.	1.7		
	Gather and classify information.	1.7		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Buyers and Sellers of Goods and Services (continued)				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS : K-5 Literature Correlation to the Virginia Standards of Learning • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Making Economic Decisions	Explain that people cannot have all the goods and services they want. They must choose some things and give up others.	1.8	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Explain that people make choices because they cannot have everything they want.	1.8		
	Make decisions based on information.	1.8		
	Explain cause and effect relationships.	1.8		
	Know the following terms: <ul style="list-style-type: none"> Money: What is used to buy goods and services Savings: Money put away to keep or to spend later 	1.9		
	Recognize that people can choose to spend or save money.	1.9		
	Recognize that saving money allows people to buy goods and services in the future.	1.9		
	Make decisions based on information.	1.9		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Making Economic Decisions (continued)				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Communities in Virginia	Recognize that communities in Virginia include people with different ethnic origins, customs, and traditions.	1.12	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes 	<p><i>See page 19 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	Recognize that most Virginians contribute to their communities and are united as Americans by common principles and traditions.	1.12		
	Recognize that communities in Virginia include people of different ethnic origins who come from different places around the world. Most Virginians make valuable contributions to their communities.	1.12		
	Recognize that people celebrate American holidays and traditions in addition to their own cultural holidays and traditions.	1.12		
	Recognize that people in our communities are united as Americans by common principles and traditions, such as celebrating Independence Day (Fourth of July) and pledging allegiance to the flag.	1.12		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Communities in Virginia (continued)	Interpret ideas and events expressed in the media.	1.12		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature Correlation to the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Draw conclusions and make generalizations of data.	1.12		
	Gather, classify, and interpret information.	1.12		

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Resources

American Memory from the Library of Congress – <http://memory.loc.gov>

Ben’s Guide to U.S. Government for Kids – <http://bensguide.gpo.gov>

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia’s Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

History and Social Science Pavilion – <http://www.pen.k12.va.us/Pav/SocStudies/SocStudies.html>

K-5 History and Social Sciences – http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/K-5HSS.html

Kids Click! Web search for kids by librarians – <http://sunsite.berkeley.edu/KidsClick!>

National Council for the Social Studies – <http://www.socialstudies.org>

National Council of Economic Education – <http://www.economicsamerica.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Primary Knowledge of Economics – <http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>

Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning –
<http://www.pen.k12.va.us/VDOE/Instruction/starsbooklist.pdf>

Virginia’s Community of Learning – <http://www.virginialearning.org>

Virginia Council of Economic Education – <http://www.vcu.edu/busweb/vcee>

Virginia Geographic Alliance – <http://www.runet.edu/~geog-web/alliance/vga.html>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html

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